IMAGINING the possibilities. MAKING THEM HAPPEN.

Indiana Department of Education

Region 3

Outreach Division of School Improvement

Important Dates

Fall Count Day	**9/12**
TER on LVIS	**9/12**
SIP due	**9/15**
Safety Plans Due	First 60 days of school
Great Indiana Shakeout	**10/16**
Family Friendly Application	**10/24**
School Safety Week	**10/19-25**

Special points of interest:

- It is critical to look at multiple points of data on a regular basis.

- Collaboration time is essential for data analysis.

- Data protocols and processes should be utilized consistently and regularly to drive instructional and school-wide decisions.

- Data Analysis is not an event, but something that is embedded into your school culture.

Welcome Back!

Welcome back to another school year! As the one year anniversary of the Outreach Division of School Improvement passed this summer, I am excited to again support your work in any way I can. I have read and compiled a lot of research this summer on the 8 Turnaround Principles so that my colleagues and I could provide resources and information on our new Outreach webpage. We hope that it will provide you with many helpful resources. The webpage is flexible and changing as we continue to record webinars and add resources. Please take a look and let me know if there are things you would like to see added. www.doe.in.gov/outreach. As always, please don't hesitate to call, text, or email for anything.

Heather

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Indiana Department of Education Press Conference
NCLB Waiver
August 28, 2014
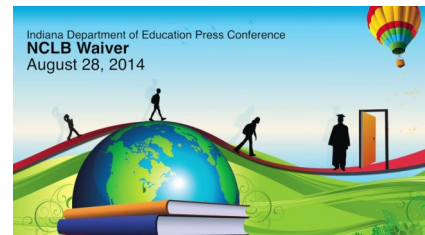
Click the box to watch the press conference from the SPI regarding the NCLB Waiver approval. This was the result of many, many hours of hard work from multiple divisions at IDOE to align our systems to further support the schools of Indiana.

Effective Use of Data

This year, I will highlight a different Turnaround Principle on which to focus. This month, the focus is on the Effective Use of Data—or Turnaround Principle 6. You can find more information on our webpage also.

Using data effectively is a large task, one that can be met with scheduling conflicts, difficulty in accessing data, or even staff buy-in. However, it is a necessary task in improving our schools, whether it focuses on academics, attendance, or discipline. We suggest that schools look at a variety of data, but in particular, data that supports the analysis of the school's climate & culture as well as student achievement. In order to effectively analyze these pieces of data, you also must embed a consistent process that becomes part of the school culture.

DOE COMPASS

Analyzing Climate & Culture Data

Keeping a pulse on the climate and culture of a building enables principals to monitor the effectiveness of systems that are in place.

Climate & Culture

1) Review data on attendance, tardies, office referrals, suspensions, etc.

2) Communicate with parents and families regularly.

3) Analyze stakeholder surveys and develop action plans.
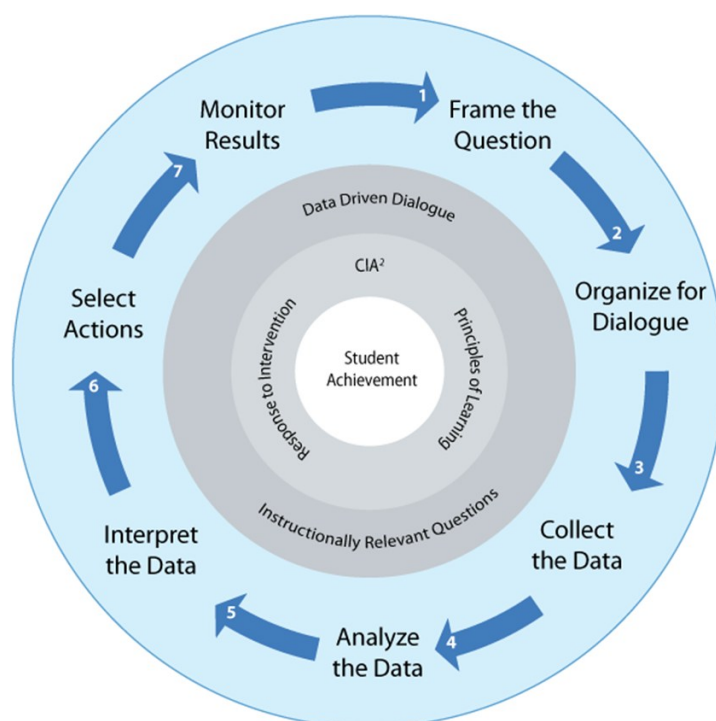
Analyzing Student Achievement Data

ALL staff members should be familiar with student achievement data and understand how to use it to drive instruction. Often times, educators can effectively identify areas of interest, but also struggle with the next steps. Principals must ensure that teachers can understand what that next step is and monitor strategies that are being implemented.

1) Data managements systems are used by staff.

2) A wide range of student data is collected and analyzed.

3) Teachers have on-demand access to data and regularly analyze it.

4) Effective Protocols are in place to guide this process.

Data Analysis Process

Effective Use of Data requires TIME. It cannot be an **event** where we gather together, look at data, make a plan, and then revisit our efforts in 3 months. It must be a systemic and collaboration approach.

1) Regularly scheduled collaboration time for teachers is focused on analyzing formative assessment data.

2) Data is used by the principal and other administrative leaders to determine professional development needs.

3) Walk-through data is used to ensure the implementation of instructional strategies as well as progress towards data-based goals.

"Without data, all anybody has is an opinion"

-Edward Deming

Resources

Why September Matters: Improving Student Attendance

This brief examines absences in September and students' attendance over the rest of the year. Attendance should be addressed before it becomes problematic. Chronic absenteeism, missing more than 20 days of a school year, is an early indicator of disengagement. High absence rates have negative consequences not only for individual students, but also for classroom instruction and school climate. Stu-dents who missed fewer than 2 days in September continued to average fewer than 2 days absent each month. Stu-dents who missed 2 to 4 days in September were 5 times more likely than those who missed fewer than 2 days to be chronically absent for the year.

Resources from Outreach webpage will also offer information on each of the three areas mentioned.

Standards PD Sessions

The IDOE Standards PD sessions filled up quickly. However, IDOE recognizes the high demand for access to this important content. Our Curriculum department is working on web-based versions of these sessions and materials to share with all educators in October 2014.

WCIESC is offering PD on the Standards as well.

September 29—K-8 Math

Reading ELA (5 day series)

K-5—Oct 21 &22, Nov. 20, Dec. 8, Feb. 19

6-12—Oct. 23 & 24, Nov. 21, Dec. 12, Feb. 20

QUICK ACCESS TO STAND-ARDS via electronic scan.

OR

www.doe.in.gov/standards

Assessment & Accountability

Assessment and Accountability Transition 2014-15—Assessment/Accountability Chart

Assessment Blueprints and Instructional & Assessment Guidance Documents

Assessment Dates

Acuity Dates

Acuity Information—recent Power Point regarding changes to Acuity for the 2014-15 School Year

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Other ways to connect to IDOE
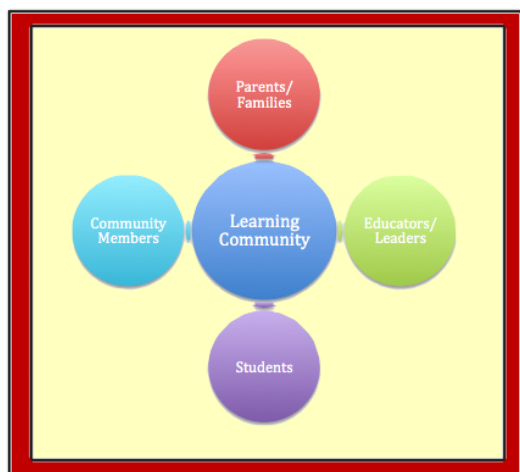
www.doe.in.gov/outreach

Online Communities of Practice

Facebook— Indiana Department of Education

Twitter—@EducateIN

Pinterest—INelearn

Family Friendly Schools Designation

The Indiana Department of Education is pleased to announce the Indiana Family Friendly Schools Designation Program effective on July 1, 2013 via Senate Enrolled Act No. 422. The Indiana Family Friendly Schools Designation Program application is available on the IDOE website. The purpose of the program is to focus on addressing the academic, physical, emotional and social needs of students while providing the needed resources and fostering the active involvement of families through schools and the community. It is a State recognition program for schools that excel in the involvement of families and communities in their children's education. Schools may voluntarily request an assessment from the Indiana Department of Education for the purpose of evaluating and improving family and community engagement in the school. The principal of a school wishing to be designated as a Family Friendly School must submit an application packet for IDOE assessment no later than **October 24, 2014**. Applications received after this date will not be considered until the next review cycle in the subsequent school year. Please refer to the Family Friendly Schools Program Handbook for further information. Questions? Contact Leroy Robinson - lrobison@doe.in.gov; phone: 317-234-5663.